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ABSTRACT

The New Brunswick (Canada) Youth Treatment Program is a community-based intervention strategy for conduct disordered youth in New Brunswick. The Program's Intensive Time Out (ITO) is a strategy to eliminate unacceptable behaviors. It is recommended within the school setting for children from 6 to 11 years of age, and is designed to reverse the cycle of behavioral escalation by the child and decrease the behavioral tolerance of the teacher. The child demonstrating unacceptable behavior is made to take a time out in a designated time out area. An evaluation was performed to identify recommendations for program staff to increase the effectiveness and efficiency of the ITO program. Data were collected on the implementation of the ITO in schools in two towns by two researchers. This resulted in recommendations for program improvement in the following areas: (1) training for teacher's assistants and intervention workers and schoolwide staff training in the ITO method; (2) redesign of the personnel information package, with better materials describing the program's theoretical basis and implementation; (3) better use of human resources, including personnel to collect baseline data on intervention effects; and (4) better communication between the schools and the health care community. One appendix describes program evaluation methods, and the other contains the teacher interview questions. (SLD)

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ED 424 280

INTENSIVE TIME OUT PROGRAM EVALUATION

Mary Burton

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THE INTENSIVE TIME OUT PROGRAM EVALUATION

EXECUTIVE SUMMARY

This evaluation was conducted as a result of a meeting with Dr. Charles Emmrys, Director of the New Brunswick Youth Treatment Program, to discuss the evaluation of the Intensive Time Out (ITO) Program administered by the New Brunswick Youth Treatment Program. The goal of this evaluation is

- **to give a description of the effectiveness of the Intensive Time Out Program by creating a picture of the program's *in-school use* and comparing it to the program's theoretical concepts.**

The N.B. Youth Treatment Program is a community based intervention strategy for conduct disordered youths in New Brunswick. The New Brunswick Youth Treatment Program consists of three principle components

- **a six bed treatment centre called the Pierre Caissie Centre, providing in-depth assessment and short term in-patient intervention for youth between the ages of 12 and 18**
- **a three member Provincial Coordinating and Resource Team responsible for giving direction and cohesion to the province's efforts to provide high quality care to conduct disordered youth.**
- **a system of regional teams serving communities across the province.**

Intensive Time Out is a strategy to eliminate unacceptable behaviours. This strategy is recommended by the New Brunswick Youth Treatment Program within the school setting for children from 6 to 11 years of age. Its main purpose is to

- **reverse the cycle of behavioural escalation by the child**
- **decrease the behavioural tolerance of the teacher.**

Three phases are included in the theoretical concepts of the ITO Program. They are

- ***The awareness phase* - where the teacher, parent or authority figure decides that the behaviour shown by the child is unacceptable and must be responded to with a time out.**
- ***The action phase* - where the teacher, parent or authority figure confronts the child telling him/her to take the time out.**
- ***The time phase* - where the child does his time quietly or struggles to avoid having to do the time.**

Recommendations:

- The purpose of this evaluation was to identify recommendations for the New Brunswick Youth Treatment Program staff to increase the effectiveness and efficiency of the Intensive Time Out Program.
- Some recommendations were suggested by teachers, administrators, guidance counsellors, school social workers, teachers' assistants, intervention workers and a district supervisor. Others were developed by analysing the data obtained from the evaluation.

Recommendation #1 - Teachers's Assistants/Intervention Workers Training and School-wide Staff Training

The NB Youth Treatment Program will:

- provide more time between the training phase and the implementation phase allowing teachers to gain a greater understanding of the program
- provide continuous on-the-job training for teachers
- provide an opportunity for teachers to define program success
- investigate third-party funding for increased training of teacher's assistants
- provide Intensive Time Out school-wide staff training
- provide staff awareness about the importance of the role of the coach
- foster opportunities for school-wide acceptance of the ITO Program
- provide opportunity for teacher and teacher's assistance to receive training in non-violent crisis intervention

Recommendation #2 - Personnel Information Package:

The NB Youth Treatment Program will:

- re-design the existing Intensive Time Out Program information package to include:
  - strategies for recording ITO documentation
  - a clear definition of the role of the teacher's assistant/ intervention worker
  - easy-to-find reference guide/table of contents
  - a brief description of the NB Youth Treatment Program
  - theoretical aspects of the ITO Program
  - hands-on materials for teachers
  - description of the role of the coach
  - student progress forms and reward ideas
  - district teacher volunteer list and an ITO teacher testimonials
  - a copy of the 1,2,3 Magic video

Recommendation #3 - Human and Physical Resources

The NB Youth Treatment Program will:

- provide emphasis on the role of the coach during staff-wide training sessions
- emphasize the need for creativity for determining available space for the *Time Phase* in schools
- increase human resources
- provide personnel outside the school environment to collect base-line data

Recommendation #4 - Coordination and Communication of the Whole Community

The NB Youth Treatment Program will:

- open lines of communication between the schools and the health care community
- provide strategies that will link the school to other segments of the child's life

Summary Of The Findings:

As the findings were analysed there were a number of themes that emerged that focused on various concerns regarding the Intensive Time Out Program

- **Perception Check Of The Theoretical Component**

- **Training Of The ITO Program Personnel Which Included:**
  - **1,2,3, Magic Video**
  - **Teachers' Assistants/ Intervention Workers Training**
  - **Base-line Data Collection to Determine Student Candidates for the ITO Program**

- **Implementation Phase Of The Intensive Time Out Program Which Included:**
  - **The Initial Implementation Meeting**
  - **Introduction Of The Program To The Student**
  - **Resources**
  - **Duration Of The Time Phase And The Length Of The Program**
  - **Reward System**
    - **In-school /At Home Rewards**
  - **Parental/Guardian Involvement In The Intensive Time Out Program**
  - **Student Files**

- **Views On The Success Of The Program**
  - **Determining Program Success**
  - **Factors That Contribute To Program Success**
    - **A teachers' assistant to effectively work with conduct disordered children.**
    - **Parental involvement for the duration of the ITO Program.**
    - **Consistency and commitment with ITO team.**
    - **Effective journal recording.**
    - **Support from inside and outside the school environment.**
    - **An appropriate time out room.**
    - **Increased funding for training and hiring of teachers' assistants.**
    - **School-wide staff training.**
    - **Teamwork where all parties are valued.**
    - **Communication with outside agencies regarding the welfare of the student.**

  - **Factors That Inhibit Program Success**
    - **Unrealistic and unattainable goals and expectations.**
    - **Lack of consistency and support from administration.**
    - **Lack of support from outside the school environment.**
    - **The support of the parents and the commitment of the teachers.**
    - **The class' acceptance of the ITO Program.**
    - **Dollar support for training and hiring of teachers' assistants.**
    - **The frustration because of the lack of resources for the program.**
    - **The experience and training of the teacher's assistant/intervention worker.**
    - **The lack of team commitment, communication, and consistency.**

- **Method Of Evaluation**

In order to provide data with the highest degree of credibility, the evaluation team implemented the strategy of *triangulation* developed by Denzin(1978). The data originated from individual qualitative interviews, group interviews, theoretical information pertaining to the Intensive Time Out Program, and Intensive Time Out Program student documentation retrieved from schools across the province of New Brunswick. To adhere to the strategy of *triangulation*, the data collection was administered by an evaluation team of two members. This allowed us to delve into different aspects of the Intensive Time Out Program to develop a broader picture.

- **Evaluation Team**

Our evaluation team consisted of two graduate students enrolled in the Masters of Education program at the University of New Brunswick. One of our members has been teaching high school in Northern Canada for ten years and the other member is a graduate of the University of New Brunswick Bachelor of Education Program and has been supply teaching in the Fredericton area. We are involved in a graduate programme that has introduced us to evaluation issues, as well as research techniques. This evaluation served as a practicum element in the programme evaluation component of the program. Dr. A.S. Hughes supervised the work.

- **Conclusion**

The Positive Learning Environment Policy developed by the New Brunswick Department of Education has been created to *support the development of knowledge, skills, attitudes and behaviours which create positive learning and working environments in the public education system.* This policy supports behavioural intervention strategies in the classroom and establishes boundaries for acceptable behaviours.

This evaluation provided recommendations for the New Brunswick Youth Treatment Program and the New Brunswick Department of Education to improve the effectiveness and efficiency of the Intensive Time Out Program intervention strategy for the 1998/99 school year.

INTENSIVE TIME OUT PROGRAM EVALUATION

INTRODUCTION

The Positive Learning Environment Policy developed by the New Brunswick Department of Education has been created to *support the development of knowledge, skills, attitudes and behaviours which create positive learning and working environments in the public education system.* This policy supports behavioural intervention strategies in the classroom and establishes boundaries for acceptable behaviours. The Intensive Time Out Program is an intervention strategy used with conduct disordered youth in New Brunswick schools to reverse negative behaviours which will promote a positive learning and working environment.

This evaluation was conducted as a result of a meeting with Dr. Charles Emmrys, Director of the New Brunswick Youth Treatment Program, to discuss the evaluation of the Intensive Time Out (ITO) Program administered by the New Brunswick Youth Treatment Program. The ITO Program has been implemented in New Brunswick schools for the past two years and this is the first official evaluation. The goal of this evaluation, with the collaboration of school personnel and the New Brunswick Youth Treatment Program staff, is to give a description of the effectiveness of the Intensive Time Out Program by creating a picture of the program's *in-school use* and comparing it to the program's theoretical concepts. This process will help identify recommendations that will improve the program's effectiveness and efficiency.

Data has been collected in the New Brunswick area on the implementation of the Intensive Time Out Program in Fredericton and Miramichi elementary schools. This data allowed us to compare and contrast the theoretical and practical components, analyse the strengths and weaknesses, and provide recommendations that will help to increase the degree of effectiveness of the Intensive Time Out Program within the school setting.

The staff of the New Brunswick Youth Treatment Program and schools using this program are our primary audiences. Initially, our main source of communication was with the district supervisors in charge of programs for conduct disordered students in New Brunswick schools. Communication with these supervisors allowed us to contact and interview teachers, guidance counsellors, intervention workers, teachers' assistants, social workers, principals, and vice-principals, who are directly involved in the Intensive Time Out Program. This document will be made available to all interviewees who provided us with information and document data. Potential audiences include anyone involved in providing services to conduct disordered youth in an educational setting.

BACKGROUND INFORMATION

1. *New Brunswick Youth Treatment Program*

The evaluation team has had the opportunity to read the information that you sent us on the New Brunswick Youth Treatment Program and the Intensive Time Out Program. At this time we would like to provide a brief background on both programs to provide a perception check of the purpose and operation of each program.

The N B Youth Treatment Program is a community based intervention strategy for conduct disordered youths in New Brunswick. The purpose for the program is to create a collaborative program staffed by three agencies involved with troubled youth. These agencies are: Education, Social Services and Mental Health.

The New Brunswick Youth Treatment Program consists of three principle components:

- **a six bed treatment centre called the Pierre Caissie Centre, providing in-depth assessment and short term in-patient intervention for youth between the ages of 12 and 18**
- **a three member Provincial Coordinating and Resource Team responsible for giving direction and cohesion to the province's efforts to provide high quality care to conduct disordered youth.**
- **a system of regional teams serving communities across the province.**

Regional Teams

The New Brunswick Youth Treatment Program is a grassroots program, therefore we feel that it is necessary to explain in more detail the purpose of the regional teams.

The regional teams are groups of professionals brought together from three government agencies, Mental Health, Social Services and Education. There are fourteen regional teams across the province.

The regional teams are active primarily in supporting the direct care providers such as a teacher or a group home worker. Each region has an agency representative that is responsible for determining who requires Regional Team assistance. For example, when a teacher has a student with a severe conduct disorder, the teacher may refer the student's case to someone in the school who is responsible for discipline such as a principal or vice principal. That person may then contact the agency representative from the Department of Education to begin the process of determining whether or not the student should be referred to the Regional Team. If the case is brought forward to the Regional Team and accepted, the team begins to support the school in providing the proper intervention required. If an Intensive Time Out Program is suggested, then training for teachers and parents will be provided. As well, follow-up care is provided to make sure that the suggested intervention should continue. It is understood that long term care is needed for people with severe conduct disorders. The Regional Team is committed to the child until the age of 18 unless the case has been closed or consent has been withdrawn.

2. *Intensive Time Out*

Intensive Time Out is a strategy to eliminate unacceptable behaviours. This strategy is recommended by the New Brunswick Youth Treatment Program within the school setting for children from 6 to 11 years of age. Its main purpose is to **reverse the cycle of behavioural escalation by the child and the increasing behavioural tolerance by the teacher.** It consists of the *planned frequent use* of the time out technique within the classroom or on the school yard. This approach is effective for those children with severe problems in the area of impulsivity, inattention and explosive bouts of anger.

Like all punishment programs, intensive time out is primarily a *stop behaviour technique*. A teacher should resort to this technique when a child exhibits frequent disruptive behaviours in the class or on the school ground where an almost unavoidable dynamic will be initiated between a teacher and a child. When confronted with difficult children, teachers will often use distraction techniques, verbal guidance, peer mentorship, verbal reprimands or reward programs to encourage better behaviour. It is when these techniques fail that additional measures are needed.

Intensive Time Out is a particularly useful technique because it gives the child numerous opportunities to change behaviour and it gives the teacher a renewed sense that they are in control. When applied, it provides the teacher with the means of re-establishing more normal behavioural expectations for the child, thus creating a better classroom environment.

Theoretical concepts

The theoretical concepts underlying this approach are similar to those in which time out strategies are based. The time out technique consists of three phases. They are:

- ***The awareness phase*** **- where the teacher, parent or authority figure decides that the behaviour shown by the child is unacceptable and must be responded to with a time out.**
- ***The action phase*** **- where the teacher, parent or authority figure confronts the child telling him/her to take the time out.**
- ***The time phase*** **- where the child does his time quietly or struggles to avoid having to do the time.**

The critical learning period in this sequence is the *action phase*. Though it lasts but a few seconds and involves little information from the teacher or parent and no feedback from the child, it is here that the child learns what must be avoided. When using the time out with a highly resistant child, the teacher or parent will want to ensure that the child experiences the *action phase* as often as possible in order to increase their learning opportunities. In order to make this tolerable, the *time phase* must be kept short.

Implementation of Intensive Time Out

For any program that is implemented in a school, resources are an important element to consider. The degree to which these resources will be needed depends on the child. For the Intensive Time Out Program to be implemented into a school the following resources are necessary:

- **A small space or room with few furnishings that can be used as a time out area.**
- **A person to supervise the time phase if and when this is necessary.**
- **A mechanical timer such as those used in cooking that ring when the time is up.**

Preparation for the *implementation phase* of the intensive time out program consists of three phases, training for the teachers, preparing the parent, and contracting with the child. The *teacher training* consists of a thorough explanation of how to effectively time out a child. This instruction is done by a two hour video course entitled *1-2-3 Magic* provided by the Department of Education. This video includes the basic elements of an effective *time out* procedure, such as:

- **when preparing to give a time out, it is useful to give the child a chance to correct his behaviour first. This is done by counting. The "1, 2, 3 strikes - you are out" approach is recommended.**
- **counting is done with little or no talking. No explanation is given to the child concerning what they are doing wrong or how they should correct it.**
- **when timing out a child, a minimum of emotion is shown.**
- **in the time phase, the child is expected to do three to four minutes of time quietly in the time out area.**
- **if a child wants to discuss why the time out was called, they are to be referred to a convenient meeting time such as just after the end of class or at lunch hour.**

The next step in preparing the teacher is to analyse the current situations in the classroom to see how far the avoidance escalation cycle has progressed. The teacher must

begin to time out a child for all misbehaviour. Initially, this may cause the child to be out of the classroom more than they may be in the classroom. Since the program is challenging for even the most experienced teacher, it is imperative that support be given at least once a week by the agency representative or the person providing the training.

The second phase is *parent preparation*. Preparing the parent consists of educating them to the advantages of the effective use of time out. The constant support of the parents is very important to the success of the program. Therefore the parents should be in attendance when the program is presented to the child.

Once the teacher and the parents are on side, it is now possible to contract with the child. In the *contracting phase*, the child is approached during a calm time and is presented with the program. The true meaning of the contract is laying out what each participant will do for the other and what each will expect from each other. Unlike other contracts, the child is not asked if they wish to participate. This decision is taken on the child's behalf by the parents. Once the preparations are made with the teacher, parents, and the child, the program is ready for implementation. The *implementation stage* can be divided into two phases.

- ***The intensive phase*** **- this phase lasts for a few days to a few weeks where the time outs are given as frequently as possible. During this time, the child may find it difficult to adjust to the different responses from the teacher. To increase the chances of success, the teacher should meet and give a positive interpretation to the day. This should be done in a few minutes during a part of the day when the child is not in trouble.**

- ***The maintenance phase*** **- this phase begins when the teacher is fairly sure that the improvement in behaviour has levelled off and is maintaining itself well. The objective is to maintain the improvement in behaviour. This is done by pursuing two objectives; a) to begin to normalise the child's school life by inviting them to take their place among other children and to gradually do what others do in the course of the day and; b) to continue to use the time out procedure in an intermittent way.**

When The Program Does Not Work

When the intensive time out program does not lead to reversing the cycle of behavioural escalation, the first thing that should be looked at is the amount of positives in the child's life, which, theoretically is the greatest reason for program failure. When the child responds to a time out with physical aggression and tantruming, the team should persist while ensuring the safety of the child and staff. With many children, the behaviour will slowly diminish as they learn that physical aggression will not control the situation.

The program is not effective when the student shows increasing aggressiveness over more than three weeks which does not abate despite the use of the "ITO" strategies. The school psychologist has suggested reduced school days, pharmacotherapy, special classes, and home interventions.

SUMMARY OF FINDINGS

Over the past three months, interviews were conducted with intervention workers, teachers' assistants, teachers, guidance counsellors, assistant principals, principals, and district supervisors from the Fredericton and Miramichi school districts in the province of New Brunswick. The summary of the findings centres around the perception check of the theoretical components of the Intensive Time Out Program, the implementation phase, and each individual's ability to determine if and why the program was successful. As the findings were analysed there were a number of themes that emerged that focused on various concerns regarding the Intensive Time Out Program.

PERCEPTION CHECK OF THEORETICAL COMPONENT

The majority of participants involved in the Intensive Time Out Program had a clear understanding of the theoretical components. Some interviewees reflected their knowledge and understanding of the program through detailed explanations, while others were able to provide an accurate definition using a concise description.

> *...I thought it was to modify the child's behaviour and get them on task as far as learning in the classroom. In the case of the child I had in my classroom was to make their behaviour ...improve their on task time so academically they could achieve . That was the particular case in mind. The student that we were involved with last year ... we were looking at it as a opportunity to extinguish some of the behaviours that were causing him a lot of problems and definitely affecting his learning. I think foremost we wanted to extinguish some of the real problem behaviours. The child this year... I think we were looking at actually being able to provide some instructional time because his behaviour were getting in the way again. We knew that it was just a short-term thing but in each case it would maximize the child's potential to have some very direct intervention with regards to the behaviours providing an opportunity for learning.* (Interview #2)

To modify the child's behaviour. To make the atmosphere in the room more conducive to teaching. Hopefully it will change the behaviour of the child in the long term. (Interview #5)

It is my understanding that the ITO is designed for children that have some very disruptive behaviours, there not self correcting very well, they are disturbing to the point where there has to be some very strong action taken. Probably it's a program that I suspect will come into place after many other attempts have been tried with a student and have failed. It is my understanding that it is a strong, short term intensive program that supposed to bring out ...some heavy duty behaviours right up front and hopefully eliminate or at least reduce the behaviours. (Interview #1)

I think looking at it from an administrative perspective it is to gain some sort of control over the student's behaviours or misbehaviours. To put in some corrective measures that allow you to have some control over, and to provide some sense of relief and support for the classroom teacher who is faced with that each and every day with that type of behaviour from a child.(Interview # 6)

I have seen a change in this little girl. When she came to me in September it was for the first month, she wasn't complying to what I wanted her to do. But after having seen that we meant business we got success because she had many, many good days since and she is polite. ... First thing in the morning she would run off into the cafeteria without asking permission to go, now it's can I go please and if I'm not there she will wait for me, where as before she wouldn't. So she has changed that way in the classroom...She knows that she has to comply, that there is no other way. She knows what to expect, what we expect of her...she knows that I won't put up with anything. Overall I think she is a different person. (Interview #4)

TRAINING OF ITO PROGRAM PERSONNEL

One area of the evaluation centred around teacher and teacher's assistant/intervention worker training. The findings dictated that there was a wide range of training available in the Fredericton and Miramichi school districts. Some schools provided minimal training for their staff while others provided detailed in-service on the Intensive Time Out Program. Training must be rectified to insure that teachers and teachers' assistants/intervention workers are provided with the appropriate training to implement the Intensive Time Out Program in schools.

Teacher Training

The training for the Intensive Time Out Program was viewed as a *learn-as-you-go* approach which created concern and frustration for some teachers. Various training sessions consisted of a brief meeting with district office personnel, a hand-out, and occasionally the opportunity to view the 1,2,3 Magic video. While teachers stated that the district office was supportive and positive in their training approach, they felt that more time was needed to read, reflect, and synthesize the information prior to the implementation of the program.

> *A person from the district office described the program. I was given some material to read and that was it.* ***Did you see the tape 1,2,3 Magic?*** *No, I read the book though. I got it from the M and R teacher. By then I was already in to the program. Time was always a factor* (Interview #5)

> *On the job. You come in, here is the tape' Here is the program. We have some written information we also have the copy of the tape, we have sent the tape home most of the time where it is viewed. We have a copy at the school that we lend out. Teachers are used to doing this on-the-job training* (Interview # 6)

> *Just a hand-out basically. I was given intervention workers to get us going. There was other reasons why I was given intervention workers. They were here for ten days. But mainly for myself it was a hand-out.* (Interview #8)

Training in some schools was viewed as conducive to the implementation of the Intensive Time Out Program. Teachers were informed through an ITO presentation where they had the opportunity to ask questions and voice their concerns. Teachers were given hand-out materials and the opportunity to view the 1,2,3 Magic video in some schools. In some circumstances, continuous, on-the-job teacher training was provided by the guidance counsellor or the school social worker.

> *This year we actually went through the handout and someone from the district office came over and sat down and the psychologist came over as well, and we sat down as a group of educators and then as a group with the parents, and sort of went over detail what would happen and we had the TA that was going to be doing the Time Out involved in this as well. Every one had a clear understanding* (Interview # 10)

> *As a teacher I work closely with the guidance counsellor and she is in the school two or three times a week, through one on one guidance with her I implemented the program and as things come up, and you have questions, then I refer them to her* (Interview # 9)

1,2,3, Magic Video

When reviewing the theoretical component of the Intensive Time Out Program is was evident that the 1,2,3 Magic video was a key ingredient in the training of teachers.

> *The teacher training consists of a thorough explanation of how to effectively time out a child. This instruction is done by a two hour video course entitled 1-2-3 Magic. This video includes the basic elements of an effective time out procedure.* (no page)

Contrary to the theoretical information, 1,2,3 Magic video was rarely made available to teachers involved in the ITO Program. In some cases, teachers had never heard of the video, some had viewed it in other seminars, and others had read the book instead of viewing the video. In other cases school personnel viewed the tape after the program had been initiated. In some isolated incidences, the 1,2,3 Magic video was diligently used for teacher training through individual viewing and group presentations. It was also made available to other members of the school staff and the parents/ guardians involved in the program.

I'm aware of it but I actually haven't seen it. (Interview # 2)

I have seen the video a couple of times in other meetings. (Interview # 4)

Yes, we give every teacher the tape and send a copy home to the parents. The parents are very involved in the meetings. (Interview # 9)

Actually I suggested while I was doing the program ---while I'm describing what the ITO Program is I offer the 1-2-3 Magic to the parents as well as to any of the teachers or principals who are familiar with it and the last time we did the ITO program the mother, the teachers and the principals viewed it together. (Interview # 10)

Teachers' Assistants/ Intervention Workers Training

The findings suggested that the teachers' assistants or intervention workers' degree of effectiveness in the Intensive Time Out Program was related to their background, training, and experience working with conduct disordered youth. The data indicated that teachers' assistants and intervention workers had a wide range of training and experience.

If I had been just beginning as a new teacher assistant I wouldn't have come back. A less mature, trained person could not handle it. Even a new teacher could not do it. You need a EA that can control her temper, who is patient and who is level headed. (Interview # 4)

I'm a youth care worker, I studied at NBCC for two years so not really children but young offenders but we did study child development with little kids and plus we came to all these seminars her at the school. (Interview # 7a)

I did a lot of volunteer work at the school that my students were attending. I worked with students who needed help. (Interview # 7b)

I just got a call to go for two weeks to work on the ITO program. There was a video. When we came here that time and actually there were teachers there was a lot of information and they told us how to deal with certain situations.
(Interview # 7c)

Base-line Data Collection to Determine Student Candidates for the ITO Program

In our findings base-line data consisted of student behavioural information collected to determine if a student was a candidate for the Intensive Time Out Program. This information focused on the type and frequency of student behaviours. In some cases, school district personnel visited the school and collected this data. In other cases, the teacher was asked to collect this data and then report the information to the district office. Base-line data collection did not exist in some schools and a more informal procedure with teachers, administration, and district supervisors determined whether a student was to be a candidate for the ITO program.

IMPLEMENTATION PHASE OF THE INTENSIVE TIMEOUT PROGRAM

The Initial Implementation Meeting

After the data was analysed, it was apparent that the initial meeting was crucial to the implementation phase. The findings indicated that some school meetings included the teacher, principal, vice principal, district personnel, and the parents. Topics discussed at the meetings were determined by the specific needs of the classroom teacher rather than having a pre-determined agenda. Such topics included the purpose of the Intensive Time Out program, the individual's role(s), the behaviours to be reversed, the mechanics of the program, the presence and duration of a teacher's assistant/intervention worker, the program duration, and the need for resources.

In other schools, meetings were not as structured and only included a portion of the ITO team. Findings indicated that this was due to time restraints, previous commitments, and prior relationships with the parents/guardians. It was conveyed by interviewees that other team members were added to the group after the initial meeting. If teachers' assistants were presently working in the classroom, they were involved in the initial meeting.

Introduction Of The Program To The Student

Typically, the program is introduced to the child in the presence of a number of school personnel prior or after an initial conversation between school personnel and the parent/guardian. During these meetings, the people who attended varied from school to school. In some cases, the student was notified two days in advance, and in other cases the child was informed on the implementation day. In one specific situation, the student was removed from the school for a one week period prior to the commencement of the ITO program. This allowed for a *cooling-down* period, and it made a dramatic statement to the child that the school was unhappy with his behaviour.

Resources

Throughout the evaluation process it became apparent that there was a definite lack of human and physical resources provided for the schools involved in the Intensive Time Out Program. The three areas that have been emphasized as major concerns are: The need for staff members to be appointed to the role of the coach for students who have started the Intensive Time Out Program, the lack of space available for the *Time Phase* of the program, and the lack of funding available for hiring and training of the teacher's assistants and intervention workers.

In the evaluation it was determined that some schools were introduced to the *role of the coach*. This aspect does not exist in the theoretical component of the Intensive Time Out Program but has been orally introduced by district supervisors who have decided that the student needs a unconditional support system within the school during and after the program.

> *We have added it because we feel that this has worked for us and I know there is a couple of other districts that have added in, again through the network situation where we talk about why is this working for you and why is it not working for us.* (Interview #3)

In the majority of schools visited, availability of a *time out* room was a serious issue. Many schools were using computer rooms, offices, broom-closets, stairways and hallways. A number of these areas were located in high-traffic zones or contained materials that were distracting or unsafe for students and staff.

> *No. We don't have a room. As this process began we lost two classrooms in the school. They were in the portable. The school shrank in general so to speak. There is no space in this school for any type of quiet time... Stairwells would be about it for time out.* (Interview # 2)

> *We are making due and it is not good. I think we would be more successful if there was a designated room for this. We have coordinated off a hallway, we have used classrooms, we have even used a changing room.* (Interview # 6)

> *They have shoved us in broom closets. I was in one that wasn't cleaned out in years...*(Interview # 7)

We need more funding!... seems to be the theme when school personnel were asked several questions. Funding issues centred around the short duration of the ITO Program, the hiring and training of the teachers' assistance/intervention workers, and the availability of outside personnel.

Duration Of The Time Phase And The Length Of The Program

Results showed that a majority of schools normally used a 3 to 5 minute duration for the *time out phase* where students were timed out according to their age. In other situations, students were timed out between an hour period and the entire school day, depending on the disposition of the child. This *time out phase* was usually done outside the classroom with a teachers' assistant always present. Results indicated that some teachers followed the theoretical components where they did not tolerate any inappropriate behaviours and the child was constantly timed out for short durations outside the classroom. This provided opportunities for the child to reverse their in-class behaviours and for teachers to become less tolerant of these behaviours. In other classrooms, teachers did not follow the theoretical components of the *time phase* and removed the child from the classroom for the entire school day. When reflecting upon the theoretical component, removing a child from the classroom for the entire day would not allow the student the opportunity to improve their behaviour in the classroom and provide chances for teachers to increase behavioural tolerance in the classroom.

Results indicated that the length of the program varied throughout school districts. In some cases, each program lasted two weeks. Where classrooms had a permanent teacher's assistant, the program was on-going throughout the school year. In other cases, it was unclear what circumstances allowed some programs to last longer than the two week period.

Reward System

In-school

Each school had a different reward system implemented. A number of schools used skill cards which allowed students to accumulate points for emulating positive behaviours in and out of the classroom. Some schools used a very simple skills card approach where others had a more intricate skills card system devised. Students who accumulated the desired number of points would receive an opportunity to choose from a number of possible rewards. Teachers and teachers' assistants stressed that these rewards were non-materialistic and special for the child. Such as, extra computer time, certificates from principals, extra gym time at recess, the opportunity to phone or fax a message about their successful day to their family. In some cases, principals were part of this reward system, where in other schools, it was left to the creativity of the teachers and the teachers' assistants.

> *It depends on the teachers and how creative they want to be and what the children are looking for as far as rewards too, because we ask the children what they are interested in and what kinds of rewards they would be important as a reward so we include them in that and it depends on the teachers ---stickers, notes home to parents, call grandparents.* (Interview # 10)

Rewards At Home

In some cases the reward system at home started as a very positive experience, both for the child and the parent/guardian. As the program progressed, the non-materialistic time-sharing experiences changed to money and materialistic rewards. In other situations, parents/guardians embraced the concept of non-materialistic rewards and were able to make the reward special for the child throughout the duration of the program. Some parents did not participate in a home reward system with their child. This may have been due to the poor lines of communication between home and school or the lack of interest by the parent. Furthermore, it may be the parent's inability to know how to be involved in the reward system.

> *...That maybe they had a good time riding their bikes last night or they enjoyed a second book... In this case it became a little materialistic because money was used to purchase things...* (Interview # 9)

Parental Guardian Involvement In The Intensive Time Out Program

In most schools, there was a considerable amount of contact with parents concerning the inappropriate behaviours of their child prior to the implementation of the Intensive Time Out Program. When it was time to introduce the program to the parents, there was a repour already established between the school and the home. In some cases the parent were difficult and uncooperative in their relationship with the school. In other situations, parents were positive and open to the school's attempt to implement the ITO Program. Normally, a mother, step-mother, or female guardian attended ITO Program meetings. Many of the parents involved in the ITO Program are single mothers, or work-at-home mothers. The findings revealed that fathers did not play a role in the ITO Program meetings and the home reward system.

During the implementation of the program, findings showed that communication between the school and the parent were vital for the transition of program support from the school to the home. School personnel stated that for a successful program, parental involvement that was discussed in the initial meeting must be upheld throughout the duration of the program. There were cases where miscommunication lead to frustration for parents, children, and teachers involved with the program. In some situations, parents did not fully understand their role in the program and had difficulty offering rewards when they discovered that their child had problems at school during the day.

Student Files

With regard to student records, teachers created a documentation form which suited their in-class routine. There were journals updated daily by teachers and teachers' assistants. In some instances, these journals were passed into method and resource teachers, guidance counsellors, administration, school social workers, or sent directly to district supervisors. There were no situations where information was translated into a student's cumulative file. It was stated that teachers did not want to see this information follow the students throughout their school years.

In some cases, there was no record of a transfer student involvement in a ITO Program. Since this information was not made available, the teacher had no idea that this student had been previously part of the Intensive Time Out Program.

VIEWS ON THE SUCCESS OF THE PROGRAM

Determining Program Success

In some schools, teachers argued that the program was successful when the child was having fewer time outs and his/her learning was taking place in the classroom. Others stated that it helped focus directly on certain behaviours, but it didn't fix the behaviour. Teachers believed that it was a controlling mechanism where they had the power over the child's behaviour. It was viewed by some as a survival strategy for the teacher and that counselling needed to be introduced to reverse the cycle of behavioural escalation. Various teachers believed that the child's behaviour improved and the child's life at school was a positive experience. These children regularly attended school, they learned in the classroom, and they developed a positive social network with other peers and school personnel.

Factors That Contribute To Program Success

The following are factors identified specifically by teachers, administrators, teachers' assistants, intervention workers, guidance counsellors, social workers, and district office supervisors, that contribute to program success.

- A teachers' assistant and intervention worker who has the necessary experience and education to deal with conduct disordered children
- Parental involvement for the duration of the ITO Program
- Consistency with every authority figure (teacher, administrators, teachers' assistants, parents)
- Effective journal recording
- Support from inside and outside the school environment
- An appropriate time out room
- Increased funding for training and hiring of teachers' assistants and intervention workers
- School-wide staff training
- Teamwork where all parties are valued
- Communication with outside agencies regarding the welfare of the student
- Commitment from all of the team members.

Factors That Inhibit Program Success

The following are barriers identified specifically by teachers, administrators, teachers' assistants, intervention workers, guidance counsellors, social workers, and district office supervisors, that inhibit program success.

- Unrealistic and unattainable goals and expectations
- Lack of consistency and support from administration
- Lack of support from outside the school environment
- The support of the parents and the commitment of the teachers
- The class' acceptance of the ITO Program
- Dollar support for training and hiring of teachers' assistants and intervention workers
- The frustration because of the lack of resources for the program
- The experience and training of the teacher's assistant/intervention worker
- The lack of team commitment, communication, and consistency

RECOMMENDATIONS

The purpose of this evaluation was to identify recommendations for the New Brunswick Youth Treatment Program staff to increase the effectiveness and efficiency of the Intensive Time Out Program. Some recommendations were suggested by teachers, administrators, guidance counsellors, school social workers, teachers' assistants, intervention workers and a district supervisor. Others were developed by analysing the data obtained from the evaluation.

Recommendation #1 - Teachers's Assistants/Intervention Workers Training and School-wide Staff Training

- **to provide more time between the training phase and the implementation phase allowing teachers to gain a greater understanding of the program**
- **to provide continuous on-the-job training for teachers**
- **to provide an opportunity for teachers to define program success**
- **to investigate third-party funding for increased training of teacher's assistants**
- **to provide Intensive Time Out school-wide staff training**
- **to provide staff awareness about the importance of the role of the coach**
- **to foster opportunities for school-wide acceptance of the ITO Program**
- **to provide opportunity for teacher and teacher's assistance to receive training in non-violent crisis intervention**

Training can be divided into two sections: Teacher's Assistants' Intervention Workers Training and School-wide Training. Money, time and personnel are the major factors involved in the training of teachers' assistants and intervention workers. It has been determined that teachers' assistants and intervention workers play a major role in the success of the Intensive Time Out Program, although it is evident that levels of training fluctuated throughout the province.

> *I really think it's important if they're going to have somebody doing that job they need to take it seriously and hire somebody that is trained. That would be ideal. The TA is absolutely imperative. Who ever you get to do that has to know what they are doing* (Interview #2)

Financial support from the Department of Education is minimal, therefore, it is necessary for the New Brunswick Youth Treatment Program to invest time in finding successful candidates for third-party funding for Intensive Time Out training and Non-Violent Crisis Intervention training. It is important to inquire about training and retraining of individuals through Employment Canada and other government-related agencies. It is crucial that a commitment be made through the New Brunswick Youth Treatment Program, in conjunction with other agencies, such as district education offices, health agencies, and private consulting firms, to create a strong ***Intensive Time Out training program***

The majority of schools only focus on training the teacher who works directly with the student. It is imperative that *school-wide staff training* be implemented early to allow for time for teachers to review, reflect, and synthesize the theoretical information. This will establish a clear understanding of the program and increase the communication throughout the school.

> *Training for all the teachers and not only the ones involved with the children but a general training. A new teacher who is involved in an ITO program get a chance to meet another teacher who has done it already. Or two or three teachers who are at that same stage. Now, it's the guidance Councillor who can only be the support.* (Interview # 9)

School-wide staff would include teachers, administrators, teachers' assistants, custodial, and secretarial personnel. Through this process, there will be a greater chance of selecting candidates for a *Coach* who will provide support for the child during and after the Intensive Time Out Program has been terminated, and facilitate opportunities for staff members to define program success.

School-wide acceptance will have a greater chance of occurring if the goals of the Intensive Time Out Program are in alignment with the goals and philosophies of the school curriculum. This will be enhanced by the enthusiasm and commitment of the school administrator towards this program. A strong administrator is viewed as a leader who provides sound advice and

guidance for the entire school staff. Therefore, administrators must play a critical role in the promotion of the Intensive Time Out Program within the school.

It is imperative that on-the-job training continues after the initial school -wide training session has been completed. On-the-job training should be provided by guidance counsellors, district supervisors, and school social workers.

Recommendation #2 - Personnel Information Package

- **to re-design the existing Intensive Time Out Program information package to include:**
  - **strategies for recording ITO documentation**
  - **a clear definition of the role of the teacher's assistant/ intervention worker**
  - **easy-to-find reference guide/table of contents**
  - **a brief description of the NB Youth Treatment Program**
  - **theoretical aspects of the ITO Program**
  - **hands-on materials for teachers**
  - **description of the role of the coach**
  - **student progress forms**
  - **reward ideas**
  - **district teacher volunteer list**
  - **a copy of the 1,2,3 Magic video**
  - **ITO teacher testimonials**

The existing essay-style information package on the Intensive Timeout Program is not conducive to meeting the needs of the school staff. The information should be written in a clear and concise manner that is suitable for a wide range of readers. This document must be structured to capture the interest of the reader and allow for a clear understanding of the theoretical aspects of the Intensive Time Out program and a less detailed description of the New Brunswick Youth Treatment Program. The structure of the document should provide an *easy-to-find* reference guide that will allow staff personnel to locate pertinent information when desired. This document will take the form of a guide, as well as being a source of information for the reader.

This document would include a table of contents that describes the program in its entirety. The first component will provide a brief description of the New Brunswick Youth Treatment Program and the theoretical aspects of the Intensive Time Out Program. The second component will provide hands-on materials such as tally charts that will allow teachers to accumulate base-line data on various student behaviours, and student progress forms to be placed in teacher/student files and cumulative records. Other components will provide reward

ideas that have been used by teachers across New Brunswick, a district teacher's volunteer support list which will provide personal and professional support for teachers who are currently involved in the Intensive Time Out Program, a parent/guardian information sheet that will provide an overview of the program, follow-up teacher strategies for students who have finished the Intensive Time Out Program to help maintain their appropriate behaviours, the 1,2,3 Magic video which is a part of the daily use of the program, and Intensive Time Out testimonials of teachers that will allow teachers to read and reflect on their own experiences and the experiences of others.

The information will be organized in an *easy to access* binder that will allow teachers to add, delete and re-arrange information to meet their specific needs. It will include an inside pocket that will house the recommended 1,2,3 Magic video.

Recommendation #3 - Human and Physical Resources

- **to provide emphasis on the role of the coach during staff-wide training sessions**
- **to emphasize the need for creativity for determining available space for the *Time Phase* in schools**
- **to increase human resources**
- **to provide personnel outside the school environment to collect base-line data**

The role of the coach must be added to the Personnel Information Package and there must be emphasis placed on this role during staff-wide training of school personnel. This information will provide staff with the knowledge and possible desire to support the program through the role of the coach. After the program has ended, this role can play an important part in the student's transition from the ITO program to regular life in the classroom.

> *The coach is very important. There is no person on the team that is anymore or less important than the other. They are all crucial to the success of the child. Is there any attempt by the schools to do a staff orientation of this program so everybody is on-line? No. I have offered that as far as any program and I am available to offer this information to the staff at anytime.* (Interview #10)

A room with easy access must be designated for the Intensive Time Out Program. In the *Time Phase*, a student requires a quiet and safe place with no distractions to ensure that this phase will be effective. Creativity is necessary for solving this problem, since it may be as simple as finding an empty janitor's room or a storage closet. It is necessary for the district offices and the New Brunswick Youth Treatment Program to *stress* the importance of a designated area when in-servicing school personnel. This may create an urgency among staff members to be more creative in their problem solving approach.

The availability of temporary teacher's assistants and intervention workers to provide quality assistance in the Intensive Time Out Program is a major concern for all the schools that were interviewed. It is imperative that the New Brunswick Youth Treatment Program investigate the possibility of third-party funding to provide money for qualified short-term hires. For

example, it may be possible through a number of Federal Government job initiatives for Employment Canada to play a key role in assisting the New Brunswick Youth Training Program in hiring the necessary personnel to fill these roles.

Base-line data should be collected by a person outside the school environment. This will provide for a more accurate account of the student's behaviours. A classroom teacher is unable to identify and record all the student's behaviours since they need to be accountable for the teaching of all children in the class.

Recommendation #4 - Coordination and Communication of the Whole Community

- **to open lines of communication between the schools and the health care community**
- **to provide strategies that will link the school to other segments of the child's life**

> *We have this boy 5 to 5.5 hours a day and we will do the best we can with him for a long as we can. I don't believe anything is going to change if all we do here is do a nice little intensive time out for two weeks and nothing else happens. This is a great idea but it would have been a lot more effective had we either started or in the throws of starting it some support. What is different that is going to happen at home because we have done an intensive time out here at school? Nothing. How are the present techniques going to change at home so this boy can have some kind of anger management or control. So he doesn't want to put his fist through a wall or through a child? What is going to happen to change that? I don't see how the intensive time out is going to change that. It is a start I believe it is a good program and technique but all this is a tool and you can't play golf just with a driver you got to have more clubs in your golf bag than a driver. You also won't do too darn well with a putter. See that's my problem, not with ITO, but with the whole child concept of what we are trying to do. So it's a good tool but it's not enough.* (Interview #3)

The school is only responsible for a small fraction of a child's day. It is imperative that New Brunswick Youth Treatment Program investigate alternative strategies that link the school to the community to provide support for children involved in the ITO Program. A child's life cannot be separated into segments. The ITO Program needs to be coordinated so that the entire community is involved in the well-being of the child. Communication between the home, the community and different health care agencies is vital. Personnel must be designated to act as a liaison between these various components of a child's life. Information concerning students needs should be made available by other health agencies. This will allow teachers to focus on the main needs of the students and create an opportunity for an easier transition into the program.

APPENDIX A: EVALUATION METHODS

In order to provide data with the highest degree of credibility, the evaluation team implemented the strategy of *triangulation* developed by Denzin(1978). Triangulation can provide a rich and complex picture of the phenomenon under study (Mathison, 1988). The evaluation used three different methods of data collection. The data originated from individual qualitative interviews, group interviews, theoretical information pertaining to the Intensive Time Out Program, and Intensive Time Out Program student documentation retrieved from schools across the province of New Brunswick. To adhere to the strategy of *triangulation*, the data collection was administered by an evaluation team of two members. This allowed us to delve into different aspects of the Intensive Time Out Program to develop a broader picture.

1. Considerations

We examined of the ITO program as employed in elementary and middle schools in the Fredericton and Miramichi region.

We had seven major sources of information: district supervisors, administrators, teachers, guidance counsellors, school social workers, teachers' assistants, and intervention workers.

We used the following procedures.

2. Types of Methodology

	Key Informants	**Methods**
•	District supervisors, administrators, teachers, guidance counsellors, school social workers, teachers' assistants, and intervention workers	Qualitative individual interviews
•	Teachers involved in the Intensive Time Out Program	Group Interviews
•	Student Records	Documentary Analysis

2a. Qualitative Individual Interviews

We arranged one on one interviews with individuals to have the opportunity to learn about the in-depth views of those in charge of the Intensive Time Out program. We had open style interviews giving our interviewees the opportunity to pursue any questions of interest to them. We interviewed district supervisors, administrators, teachers, guidance counsellors, school social workers, teachers' assistants, and intervention workers to find out about their individual contributions to the program's implementation. We included the positive aspects of the program and what may be problematic so we could make suggestions for improvement.

2b. Group Interviews

We conducted small group interviews with teachers who have been or are now directly involved in the program's implementation to gain insight into their roles. Group interviews provided an environment where participants can explore unanticipated issues. This method provided us with more data than we could have gathered from individual interviews. Teachers had the opportunity to *react to* and *build on* the responses of others. These meetings answered one of our main evaluation questions of whether or not the behaviour escalation cycle has changed as a result of "ITO". One drawback of this methods was gathering teachers together from different schools. The other is that the open ended nature of the meetings made summarization and data interpretation difficult.

2c. Documentary Analysis

We used student documentation to find out whether or not the number of times a student leaves the classroom for Intensive Time Out actually decreases over time. We saw comments made by the teacher which could explain inconsistencies in the numbers of time outs from certain days. The accurate daily recording of the behaviours and number of incidences where the child had to leave the room told us whether or not the behaviours

decreased. However, it did not tell us if the cycle is being reversed as a result of the ITO or some other factor or combination of factors. This is why we interviewed teachers.

3. Ethical Concerns

We were confronted by many different ethical issues during our evaluation. Before we proceeded with any data collection we felt that it was important to discuss these ethical concerns with both you and Professor Hughes. The ethical issues were:

- student document confidentiality
- student anonymity
- informed consent and voluntary involvement of interviewees
- consent to review student documentation

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APPENDIX B: INTENSIVE TIME OUT INTERVIEW QUESTIONS

A. Group Interview Questions - Teachers

IMPLEMENTATION PROCESS (1 HOUR)

1. To provide a perception check, please explain the objectives of the Intensive Time Out program.

Rationale: To determine if the teachers have a clear understanding of the theoretical aspects of the Intensive Time Out program. If there is a misunderstanding of these objectives it may be one reason why the program *may* not be successful.

2. How did you become aware of the Intensive Time Out Program?
   (I.IQ) - Describe the training involved.

Rationale: We feel that this opening question would give teachers the opportunity to ease into the interview process without feeling pressured to give an opinionated answer. This is a general question to allow for more specific questions and answers to follow. This type of question will allow for a certain comfort level to be established between the teachers and the interview team.

3. What is the criteria for determining if a student is a candidate for the Intensive Time Out Program?

Rationale: We believe that it is important to frame the process questions in the order with which they would be implemented. This specific question will allow for teachers to discuss the process that they use to determine if a student is a candidate for the ITO program.

4. Describe how the Intensive Time Out process is implemented in your school? (ie) - from the moment that you determined a student is a candidate for intensive time out. What changes, if any, did your school make to the original Intensive Time Out Program to meet the needs of the student, teacher and school? Why?

Rationale: Each school *MAY* have a different implementation process. It is important to find out why these different processes exist as well as to find out the commonalities in the process used by each individual school. This may be the difference between the success and failure of the program.

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5 What resources did your school provide for the Intensive Time Out Program to be implemented?

Rationale: To "paint" a clear "picture" of the ITO program it is important to examine the resources that each school uses to carry out the ITO program. The answers to this question and the previous question should give us a good indication of the differences and similarities of the program's "in-school use" when compared to the program's theoretical concepts.

6 During the Intensive Time Out process, what support did you receive outside the school environment?

Rationale: In this question we are looking for the forms of support which were beneficial to the ITO program

7 How are parents involved in the Intensive Time Out Program?

Rationale: We are interested in the role of the parents in the ITO program. Were the parents informed about the advantages of the ITO Program? How were the parents involved in the different stages of the ITO program? What avenues of communication between the school and the parents were established?

DIRECT EFFECTS UPON STUDENTS AND TEACHERS (1 HOUR)

1 From your experience with the Intensive Time Out Program, how do you consider the program to be successful (working)?

Rationale: It is important to determine the construct of "success and working" before evaluating the ITO program. Originally we decided to define these terms but since we are not directly involved in the implementation process we felt it was more appropriate for the teachers who are directly involved in the program to determine these constructs. These constructs will provide guidelines to determine if the program's "in-school use" meets the theoretical objectives.

2 What criteria is used to determine that a teacher's tolerance towards a student's behaviour has been decreased?

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3. What criteria is used to determine that a student's behaviour has been reversed?

Rationale for #2 and #3: These questions may be used for further clarification of the criteria used to determine if the program is "working" or is "successful".

4. What happens when the program does not reverse the behaviour of the child? (LIQ) - How long does a program continue if it is not decreasing the behaviour of the child?

Rationale: If the program is deemed ineffective for an individual student, it is important to determine why it was ineffective and what alternatives are then provided for the students and teachers.

5. What variables contribute to program success?

Rationale: Once the constructs have been determined we can begin to investigate the variables that make each individual school program successful. This data will help us determine commonalities and differences that each school exhibits

6. What barriers inhibit program success?

Rationale: As well as investigating the variable which lead to success it is also important to determine the barriers that inhibit program success. This will help us to determine the commonalities and differences that each school exhibits which will lead to recommendations for a more effective and efficient program.

7. If we were to look at a student's file, what information would we find concerning their involvement with the Intensive Time Out program?

Rationale: This is to determine if schools keep records and if they have the same documentation procedures. This documentation may give us a clear picture of the behaviour of the student during the time he/she was involved in the program. This may help us lead to recommendations for improving the program.

8. What recommendations, if any, do you have that will improve the Intensive Time Out Program's effectiveness and efficiency in schools?

Rationale: The purpose of our evaluation is to provide recommendations to the New Brunswick Youth Treatment Program that will help with decision making for future development of the ITO program. Since the teachers are actively involved in this program their recommendations are valuable for improving the effectiveness and efficiency of the "in-school use" of the ITO program.

Individual Interviews - District Supervisor of Intensive Time Out Program

1. How did you become involved in the Intensive Time Out Program?

Rationale: We feel that this opening question would give the supervisor the opportunity to ease into the interview process without feeling pressured to give an opinionated answer. This is a general question to allow for more specific questions and answers to follow. This type of question will allow for a certain comfort level to be established between the supervisor and the interview team

2. What is the Intensive Time Out Program? How does it work?

Rationale: To determine if the supervisor has a clear understanding of the theoretical aspects of the Intensive Time Out program. If there is a misunderstanding of these objectives it may be one reason why the program *may* not be implemented into the school successfully.

3. What role do you have in implementing the program in schools?

Rationale: This is important to find out what stage the supervisor becomes involved in the program and what influence the supervisor has on the school, staff and students. If he/she is involved in the initial contact with the school it may be an important role in the success or failure of the program.

4. How do you determine of the program is successful? (LIQ) - What variables contribute to program success?(LIQ) - What barriers inhibit program success?

Rationale: It is important to determine the construct of "success and working" before evaluating the ITO program. Originally we decided to define these terms but since we are not directly involved in the implementation process we felt it was more appropriate for the supervisors who are directly involved in the program to determine these constructs. These constructs will provide guidelines to determine if the program's "in-school use" meets the theoretical objectives.

5. What recommendation do you have to improve program effectiveness and efficiency in schools?

Rationale: The purpose of our evaluation is to provide recommendations to the New Brunswick Youth Treatment Program that will help with decision making for future development of the ITO program. Since the supervisors are involved in this program their recommendations are valuable for improving the effectiveness and efficiency of the "in-school use" of the ITO program.

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Individual Interviews - School Administrators

ADMINISTRATION OF THE INTENSIVE TIME OUT PROGRAM

1. To provide a perception check, explain the objectives of the Intensive Time Out program?

Rationale: To determine if the administrator has a clear understanding of the theoretical aspects of the Intensive Time Out program. If there is a misunderstanding of these objectives it may be one reason why the program *may* not be implemented into the school successfully.

2. As the administrator, how are you involved with the Intensive Time Out program?

Rationale: We feel that this question would give the administrator the opportunity to ease into the interview process without feeling pressured to give an opinionated answer. This is a general question to allow for more specific questions and answers to follow. This type of question will allow for a certain comfort level to be established between the administrator and the interview team

3. What process did you use to get the Intensive Time Out into the school and how did you introduce it to your staff?

Rationale: If the administrator is responsible for disseminating the Intensive Time Out program information to the staff it is important to determine the process that was used, who was involved and how long the process took. Introduction of such a program is a crucial part of the implementation stage since it will only be successful if you have the staff "on-side".

4. Who was involved in the in-service training of the Intensive Time Out program? (Staff and facilitators) What was involved in the training?

Rationale: We need to determine if training existed and who was involved. It is important to investigate whether or not there is a standard training policy which explains the theoretical components of the program and how they are implemented.

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5. Once the program was implemented into the classroom what contact did you have with parents, students and teachers?

Rationale: This question will help to determine if all parties were "on-side" through the in-class process and what role the administration had in keeping the program functioning. It will hep us understand the influence an administrator has on the entire Intensive Time Out program.

6. How was the program introduced to the parents and students?

Rationale: This question will determine if the program was introduced to the parents and students and what was involved in the process. This will help us to understand what support, if any, was provided by the parents toward the Intensive Time Out program.

7. Has the introduction of this program effected the overall school climate?

Rationale: It is important to determine if this program has a positive or negative impact on the teachers and students who are not directly involved in the program.

IMPLEMENTATION OF THE INTENSIVE TIME OUT PROGRAM

1. From your experience with the Intensive Time Out Program, how do you determine if the program is successful (working)?

Rationale: It is important to determine the construct of "success and working" before evaluating the ITO program. Originally we decided to define these terms but since we are not directly involved in the implementation process we felt it was more appropriate for the administrators who are involved in the program to determine these constructs. These constructs will provide guidelines to determine if the program's "in-school use" meets the theoretical objectives.

2. What criteria is used to determine that a teacher's tolerance towards a student's behaviour has been decreased?

3. What criteria is used to determine that a student's behaviour has been reversed?

Rationale for #2 and #3: These questions may be used for further clarification of the criteria used to determine if the program is "working" or is "successful".

4 What happens when the program does not reverse the behaviour of the child?
(LIQ) - How long does a program continue if it is not decreasing the behaviour of the child?

Rationale: If the program is deemed ineffective for an individual student, it is important to determine why it was ineffective and what alternatives are then provided for the students and teachers.

5 What variables contribute to program success?

Rationale: Once the constructs have been determined we can begin to investigate the variables that make each individual school program successful. This data will help us determine commonalities and differences that each school exhibits

6 What barriers inhibit program success?

Rationale: As well as investigating the variable which lead to success it is also important to determine the barriers that inhibit program success. This will help us to determine the commonalities and differences that each school exhibits which will lead to recommendations for a more effective and efficient program.

7 If we were to look at a student's file, what information would we find concerning their involvement with the Intensive Time Out program?

Rationale: This is to determine if schools keep records and if they have the same documentation procedures. This documentation may give us a clear picture of the behaviour of the student during the time he/she was involved in the program. This may help us lead to recommendations for improving the program.

8 What recommendations, if any, do you have that will improve the Intensive Time Out Program's effectiveness and efficiency in schools?

Rationale: The purpose of our evaluation is to provide recommendations to the New Brunswick Youth Treatment Program that will help with decision making for future development of the ITO program. Since the administrators are involved in this program their recommendations are valuable for improving the effectiveness and efficiency of the "in-school use" of the ITO program.

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APPENDIX C: THE EVALUATION TEAM

Our evaluation team consisted of two graduate students enrolled in the Masters of Education program at the University of New Brunswick. One of our members has been teaching high school in Northern Canada for ten years and the other member is a graduate of the University of New Brunswick Bachelor of Education Program and has been supply teaching in the Fredericton area. In these experiences, we have seen various levels of discipline problems and conduct disordered children in many different settings. We have each witnessed and employed a variety of methods of control and coping strategies for these situations but Intensive Time Out has not been one of them. We identified with the behaviour and tolerance escalation cycle teachers can become trapped in and were interested in finding out about the effectiveness of such a program.

Our background as teachers provided a certain advantage. We posed no threat to teachers who were involved in the interview process. In this situation, teachers could be honest with us because of our understanding of their profession. As well, our focus was on the Intensive Time Out Program and not the school, students or staff. There was no reason for teachers to be apprehensive about the interview process because they were not being judged or evaluated.

We are involved in a graduate programme that has introduced us to evaluation issues, as well as research techniques. This evaluation served as a practicum element in the programme evaluation component of the program. Dr. A.S. Hughes supervised the work.